Unit Writing Guidelines

Year level **- 8** Subject - **English**  Unit Title **– Past, Present and Future –major text HOLES**

Time: 6-8 weeks

1. **Content** – What will the students be studying, exploring or pursuing?

This unit is designed to enable students to explore the concepts of past, present and future and how these impact groups and individuals. Students will develop an understanding of how these concepts are presented in Louis Sacher’s novel *Holes* and explore them in their own discussions and writings.

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| **Character study**: learning through characters experiences, explore how characters change, why they change and how they are affected by other characters |
| **Themes:** importance of friendship, discrimination issues in the past e.g Kate Barlow kissing a’black’ man, and at present; acceptance of difference, the effects of bullying, growth and change for future success, the effect of superstitions: past, present and future, fate and destiny, family, crime and punishment |
| **Vocabulary building**: figurative language, descriptive language, use of new vocabulary in text “ Holes” |
| **English structures:** letter writing, informative writing: brochure or newsletter, analytical text response |
| **Drama/ Role playing:** Chapter 12 in Holes ( various chapters) |
| **Topics for discussion:** themes, context, comparison of values in the past and values in the present |

1. **Key Terms** – What new words and/or language will the students learn and be able to use at the completion of the unit?

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| **Metalanguage for text study:** (text construction / narrative structure) author, context, fiction, non- fiction, genre, main/ minor characters, narrative, narrator (1st person /3rd person ), plot( present time), subplot- flashbacks (past time attitudes and issues, climax, dialogue, themes , values, |
| **Glossary of new vocabulary**: |
| **Key vocabulary**: for describing character, personality, values, describing elements of the plot |
| **Word banks**: for themes and characters |
| **Vocabulary of Chronology** – decade, century |
| Different Tenses |
| Language Changes and the Evolution of Language including language of technology |
| Laws/Changes over Time re attitudes to discrimination and fate and destiny/Conventions – 1, 5, 10, 20, 50, 100 years |
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1. **Aims and Objectives**
   1. Key Skills – what processes must the students engage with and demonstrate?
   2. Key Knowledge – what concepts will the students engage with and be able to manipulate or apply?
   3. Key Understanding – What understanding should the students demonstrate and be able to apply to other situations

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| a. **Constructing and Deconstructing Texts**: Reading for understanding, reading and interpreting text, listening and accepting different interpretations, peer proofreading, writing to describe past ,present future events |
| **Identification and Manipulation of Tense:** comparing subplots and flashback chapters |
| **Identification and analysis of different social conventions from different time periods** |
| b**. Vocabulary** mind mapping of characters, themes and pot, |
| Workings of Tense |
| Recognise Changes over Time |
| c. Understanding the value of friendships in times of hardship, working in a team to discuss, listen and solve problems. Understanding the effects of discrimination and racism over time, |
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1. **Resources** – What materials and tools will the students need to be able to interact with the concepts and tasks presented and to complete the assessment tasks?
   1. Information resources, teachers, experts, PowerPoint presentations etc.
   2. Physical resources eg. Instruments, masks, cameras
   3. Text resources – Books, Websites, interactive tools.

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| a. various worksheets, resources generated by year 8 English teaching team, power point for essay structure |
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| b. computer room sessions to generate word puzzles, brochure ( using publisher, word), news letter |
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| c. Text –Holes, Holes pdf file form English Club, Holes chapter summaries, web search : author search, setting in USA, Successful English, Film; Holes film unit from English club |
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1. **Learning activities** – What structured activities will be used to engage students and facilitate, sustain, enrich and consolidate learning?

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| Discussion: language features, narrative structure, background and context of the novel, comparisons with USA and Australian cultures, |
| Pre reading: discuss how the text is put together including blurb and front and back cover, research author background and context of novel. |
| Reading text: specific sections as a class, in groups, individually |
| Teach note taking and summarising of a text.  Students complete exercises in note taking and summarising key chapters |
| Dramatic readings: role playing various chapters e.g Counselling session chapter 12, general scenarios from the text, role playing linked to themes |
| Close study of the blurb and front cover: discuss effectiveness in attracting readers.  Create alternative cover and blurb…peer feedback |
| Vocabulary activities: creating word search, crosswords, Pictionary, vocabulary game matching words and definitions, illustrated dictionary, descriptive character chart, cut and paste characters |
| Teach sentence structure: subject, verb, object and independent and subordinate clauses.  Sentence building and exercises from *Successful English*  Practise writing paragraphs using complex sentences with embedded clauses |
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| Reusing vocabulary from developed glossaries for creative writing tasks. |
| Practice reflective writing skills by keeping a journal from Zero’s point of view/other character’s point of view |
| Students write |
| Teach/revise how to write a personal letter, including correct structure, appropriate salutations, tone and content.  Skill work- letter writing from *Successful English.*  Students produce descriptive/ informative/reflective letter from point of view of the protagonist |
| Discuss how to use visuals to support text, knowing target audience, how to manipulate features of text and create an advertising brochure for Camp Green Lake. |
| Teach /revise how to write a text response essay (expository essay).  Unpacking a text response topic and language features.  Revise TEEL structure, model writing a TEEL essay as a class.  Students produce/write analytical text response |
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| Discuss/revise the 3 interwoven subplots including past, present attitudes, notions and themes.  Students create a timeline of the 3 subplots or mind map |
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1. **Student Products** – What will the students have to show for their efforts; i.e. Assessable Items.

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| Crosswords to build and to complete |
| Writing folio: letter writing, Brochure, news letter, Journal writing responses, creative blurb and or front cover, writing paragraphs with sentences which have embedded clauses and vocabulary from glossary |
| Dramatic readings/Oral presentations to class |
| Completed skill work exercises on tenses |
| Research findings on author, text setting and context |
| description; letter to Stanley’s mum, brochure presentation newsletter presentation, timeline/ story boarding/mind mapping of subplots ( past events |
| Analytical text response |
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1. **ICT elements** – What ICT skills will be taught or used to complete the unit.

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| Puzzle maker |
| Word processing |
| publisher |
| Video making- oral presentation/dramatization of chapters |
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1. **Literacy and Numeracy** – What implicit or explicit strategies for numeracy and literacy will be used in the delivery of this unit?

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| 4 resources model for understanding and building vocabulary |
| Maths quiz questions- maths challenge pg 80-123 chapter 18-28 |
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1. **VELS/National Curriculum/Assessment**- What VELS/National Curriculum items are linked to in this task?

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| Writing levels progression points 4-5.5 |
| Speaking and listening progression points 4-5.5 |
| Creativity and thinking progression points 4-5.5 |
| Reading progression points 4-5.5 |
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